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ABSTRACT

This compilation of teaching ideas was produced from suggestions offered by participants in Kentucky's 1990-91 Commonwealth Institute for Teachers and by the 1991 Local District Teachers of the Year. At the elementary level, 11 tips are offered for teaching language arts, 4 for mathematics, 1 for physical education, 3 for self-esteem, and several in miscellaneous areas (such as parents day, progress reports, and thinking skills). At the middle/secondary level, 9 tips are offered for teaching language arts, 3 for mathematics, 4 for science and social studies, and 15 for self-esteem. Examples include: Spelling Songs, Writing a Classbook, Biopoem, Friendly Competition, The School Supply Store, and Biology and Psychology in the News. Teaching tips are described in varying degrees of detail, and each is accompanied by the name of the teacher submitting the idea and his or her school district. (JDD)

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TEACHING TIPS

from

Commonwealth Institute for Teachers

and

Teachers of the Year

U.S. DEPARTMENT OF EDUCATION
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April 1991

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INTRODUCTION

The Division of Recognition and Special Events has compiled *Teaching Tips*, which shows the innovative programs and activities taking place in Kentucky classrooms. Participants in the 1990-91 Commonwealth Institute for Teachers and the 1991 Local District Teachers of the Year have contributed these creative teaching tips and techniques.

ELEMENTARY

COPI-CATS

A project that I initiated for my remedial fifth and sixth-grade reading students was COPI-CATS. COPI-CATS is an acronym for Correspondence Opportunity for Pupils Imitating College Athletes Toward Studying. My remedial students were paired with University of Kentucky football players as pen pals. The students wrote the football players and described the books that they had read. It was very motivating for my students. After they had read and reported on *ten* (10) books, the students were entitled to receive a "custom-made" Wildcat COPI-CATS sweatshirt complete with their name on the front and the football player's number on the back.

When the football season ended, the students were able to meet the football players. How did they know each other? Through the sweatshirt! All twenty fifth and sixth-graders trouped along one long wall and turned around to display their numbers. It was gratifying for everyone who worked with the program to see the pen pals meet. Huge football players jumped out of their seats and ran to grab their young pen pals. Some shook their pen pals' hands but most hugged.

It was a great sight. One of the best rewards came on "I Love To Read Day" in February when the football players visited and read stories.

Pam Jackson
District Teacher of the Year
5th-6th Grades
Huntertown Elementary
Woodford County Schools

IDENTIFYING READING STYLES

The *National Reading Styles Institute* can help identify your students' learning styles for as little as $1.00 per child. The inventory will identify each student's reading style strengths and list the most effective reading methods, materials, and strategies. When strengths are assessed, students learn to read more easily and earlier. They also read more and perform better in all subjects. As a result, they enjoy school, they feel smarter and more self-assured, and their behavior improves.
For more information write:

National Reading Styles Institute
P.O. Box 39
Rosalyn Heights, NY 11577
1-800-331-3117

Marcia Witherspoon
District Teacher of the Year
Caverna Elementary
Caverna Independent Schools

MICE AND LANGUAGE

I arranged with our local high school science teacher for two mice to visit my kindergarten classroom for a few weeks. The children loved watching and caring for the mice. In addition, the mice became the center of a multitude of learning activities.

For language arts we first named our mice and then used the children's spelling to sound out the names. Then we brainstormed words that rhymed with the names. Next we drew pictures and wrote stories by dictating to parent volunteers. We even read books about mice. Our favorite was *If You Give A Mouse A Cookie*. Finally, we created a storybook about our mice and drew our own illustrations.

For science, we made our mice the center of a good health lesson. We fed one mouse a good diet of healthy food (dog food!). The other mouse was fed only junk food which the children learned to identify as such. Then we observed their growth. With the help of a high school student we recorded on graphs and charts their weight and the growth of their tails. This was a great opportunity for math activities. We graphed, weighed, measured, counted, compared, estimated, and drew conclusions.

This long-term integrated project with the mice provided fun and growth for the children. Many curriculum objectives centered around it. It provided many hands-on activities, produced many memories, and most importantly, created learning that will last!

Judith Stout
District Teacher of the Year
Kindergarten
Wright Elementary
Shelby County Schools

READING FOR ENJOYMENT

The objective of this activity is to help students read and comprehend as many books as possible in a non-threatening way by using the *Dial-a-Message* techniques.

The game begins with students being given several index cards with authors and illustrators of children's books on diverse cultures. The teacher prepares a brief synopsis of the books and places the prepared tape(s) in the phone and cassette players. The students review the list of books and the *Dial-a-Message* for the book they want to learn more about. The index card also consists of several activities:

1. Draw pictures about the book(s) to make a collage.
2. Write thank-you notes to the author(s) to explain their reaction to his/her book(s).
3. Make a map of the book and compare their neighborhood with those that are in the book(s).
4. Retell the story– make another tape about the book(s).
5. Write the part of speech; list all verbs on page 1, nouns, page 2, adverbs, page 3, etc.
6. List new names of other cultures.
7. Make a tape of the language spoken by other cultures.
8. Make a chart with the new vocabulary words.
9. Make a spelling list with all the *ed, ing, est, ion* words, etc.
10. Do a writing from the picture(s).
11. Write an autobiography about their own life and make a comparison.
12. Write a character description about a character in the book(s). Make a comparison. File in notebook and make a yearbook.

The students are enriched while they are learning. Students are given awards for completing at least three activities. Their work is displayed for all to see.

Pat Higgins
Commonwealth Institute for Teachers
K-4th Grades
South Side Elementary
Shelby County Schools

READING FOR FUN

Students enhance their enjoyment of reading through a systematic program of at-home and in-school supplemental reading. Each month is given a theme. Children take home a read-at-home chart to fill out with ten books they read during the month. When students return the completed and signed sheet, they are given a treat and are allowed to add a leaf to our reading tree. The leaves stay on the tree during the entire year.

In the classroom, we do activities related to the theme such as art, dressing as characters from the books, cooking, songs, and hand plays. We even center our assertive discipline around the theme for the month.

Each day I read aloud at least one book or a chapter that correlates with the theme.

Our monthly themes include: bear, cat, ghost and spider, chocolate, rabbit, mouse, red, white and blue.

Suzanne Nelson
District Teacher of the Year
2nd Grade
New Castle Elementary
Henry County Schools

SPELLING PAPERWORK

1. Make a xerox copy of both sides of a plan book page. Type or write subjects and times on these pages. Make copies for the entire year and glue in plan book with glue stick. Cuts time used to write plans by fifty percent.
2. Color code grades in grade book. I put any below average or failing grade in red. Then, when preparing mid-term progress reports, I can quickly tell which students have low grades.
3. Tape the spelling test on a cassette. This is especially great for children who are absent. They can put on a headset and make-up their test.
4. Use the harder spelling words in each week's list as "Challenge Words." Challenge your students to memorize the words and their spellings. *Do not* pronounce these words. Give the students 3-5 minutes to recall the words and write them down. Add any correctly spelled words to the student's score as bonus points. They will love scoring over 100 percent. *Do not* take points off for incorrect spellings.

Karen Alford
Commonwealth Institute for Teachers
Rich Pond Elementary
Warren County Schools

SPELLING SONGS

On Monday when I start a new unit in spelling, I always begin by singing the tune: "This is the way we wash our clothes so early in the morning." This technique works well with grades K-4. I review the objective and what they will be learning with them. We start with the first word. The word might be c-l-o-w-n. The students sing the tune to "This is the way we spell clown, spell clown, spell clown. This is the way we spell clown. C-L-O-W-N." I use this as a warm-up drill before they write their words. The students look at the word. Then we spell the word. Last we write the word. By Wednesday, the students are ready for their pre-test and on Friday they know how to spell their words. Ninety percent of the time students with learning disabilities learn how to spell words and make good grades.

Donna Cockrel
Commonwealth Institute for Teachers
4th Grade
Benham Elementary
Harlan Independent Schools

VOCABULARY

Write a list of words on the chalkboard (colored chalk helps students remember). (1) Pronounce the words in order; (2) Have students look away from the board; (3) Erase a word or a part of the word; and (4) Challenge students to "look" for the missing word or part and "put it back."

After students can correctly pronounce the words, play a "Did You Pick?" game. Younger students may need to use just the pronunciation, but older or more mature students like to really challenge each other.

1. One student secretly selects a word from the list.
2. He/she tells you the word.
3. Each student may ask one question such as "Does your word mean the same as .....? (gives a synonym or definition) or "Does it rhyme with .....? etc.
4. The student who has chosen the word must respond honestly to each question.
5. When another student correctly guesses the secret word – he/she gets to go first the next time the game is played.

Joyce McClain
Commonwealth Institute for Teachers
7th Grade
Farmington Elementary
Graves County Schools

THE WORLD CONNECTION

I helped to establish a school newspaper, *The World Connection*. Students in grades K-4 wrote articles or drew pictures relating what was going on in the community or school. The students also wrote letters to soldiers from the 101st Airborne at Fort Campbell, Kentucky. The letters and the school newspaper were sent to the soldiers stationed overseas. This project, which promoted writing skills, is being continued.

For the last two years, I have been teaching a new reading program for our school system. *The Writing To Read* computer reading program was established for first graders in two of our schools. This program consisted of five different stations which used all modals in a computer lab. Each first grader spent one hour daily in the lab. The students were asked to write their own ideas in story form.

Their stories were published at the end of the year in a book which the children got to take home to keep. The stories were usually based on their ideas of different subjects presented in their social studies, health, or science classes each week.

Mae Jane Lancaster
District Teacher of the Year
Librarian
Holiday Elementary
Christian County Schools

WRITING A CLASSBOOK

PREWRITING

A. Choose an author you like or a type of story (fables, folk tales, fairy tales, etc.) to pattern your book after.

B. Read one story or book each day for four or five days.

C. Follow-up daily with some kind of activity which involves the students in the elements of the story.
   1. Draw pictures
   2. Compare and contrast one story to another.
   3. Discuss and list the unique qualities of the story.
   4. Make puppets of characters and act out story.
   5. Pantomime parts of story.

FIRST DRAFT

A. Make a list on the board of all special elements to be included in your book.

B. Brainstorm ideas for the plot, characters and setting, accepting all ideas.

C. Use chart paper for actual story writing– may take several days.
   1. Allow about 1/2 hour per day.
   2. Use brainstorming techniques.
   3. Vote to settle disputes.

REVISE

A. Have student read story aloud.

B. Students decide where changes should be made.

C. May need to cut and paste.

EDIT

A. Teacher types or writes book

B. Students illustrate

C. Students work alone or in groups of three or four on story of their own.
   1. Students may publish their stories if they wish.
   2. Students go through complete process as modeled.

Barbara Cicci
Commonwealth Institute for Teachers
Crittenden-Mt. Zion Elementary
Grant County Schools

WRITING TO READ

During the 1987-88 school year, Kenton County Schools implemented the *Writing to Read Program.* At this time there was a limit on the amount of teacher training available. It became essential to coordinate the classroom instruction and the *Writing to Read Program* in order to meet the time-on-task required at that time. I had received training in the Fort Thomas school district on *Project Read.* This language arts program focuses on the tactile, auditory, and visual stimulation of the child using the phonetic approach. Since the *Writing to Read Program* also required this technique, I used both approaches simultaneously. We have learned to incorporate Theme Teaching. If we are planning a trip to the zoo, we introduce the lesson, write about it in the lab, and follow up with the detailed art project. By using the *Writing to Read Program* with *Project Read* we have met our language arts requirements, science requirements, and *Writing to Read* requirements.

Karen Koch
District Teacher of the Year
1st Grade
Beech Grove Elementary
Kenton County Schools

AROUND THE WORLD WITH MATH

Students love math drills. I start my math class with a math drill by using flash cards. The game I play with students for grade levels K-6 is called "Around the World." This game helps students to memorize and recall math facts. The game begins with one student's competing with a classmate. The student stays up until he is defeated. When the student gives the wrong answer, he/she has to sit in the person's seat who defeated him/her. The game continues around the world until every student has had a chance to play. We continue with different math facts by using flash cards. We also drill on addition, subtraction, multiplication, and division. The students love the challenge.

Donna Cockrel
Commonwealth Institute for Teachers
4th Grade
Benham Elementary
Harlan Independent Schools

COOPERATIVE LEARNING

Tip for cooperative learning– can be partners or teams– Sink or Swim.

Give a math situation (spelling word, grammar usage, etc.) to be written on the chalkboard. Two students of opposite partners or teams start working with the problem– allow at least a full 30 seconds to one minute *before* the following can take place:

1. A student partner or team member may challenge his/her *own* partner/team and if he/she can correct the error (if there is one) save or earn a team point (however, if the first partner or team member was correct and the challenger is wrong, the correct individual gets a team point.) The incorrect challenger loses a team point unless another team member can save him.
2. A student may challenge the other partner. If he/she is correct in the challenge he/she earns a team point for his/her team. If the challenger is incorrect and the original problem solver was correct, the challenger's team loses a point– the team being challenged gained a point.

Joyce McClain
Commonwealth Institute for Teachers
7th Grade
Farmington Elementary
Graves County Schools

GROCERY MATH

Our school collects grocery receipts for which we are given credit, either in money or in teaching tools. To encourage students to bring in receipts, I allow the children to add up their own receipts on my small pocket calculator. As a result, I get *lots* of receipts while the students gain improved knowledge in use of the calculator and practice reading money amounts.

Cynthia Frey
District Teacher of the Year
Mary G. Hogsett Elementary
Danville Independent Schools

MONTHS OF MATH

Math is a subject that I try to make "come alive" through word problem skills using games related to a specific theme or holiday. Each Friday we conclude the week with a game using word problem skills. The class is divided into two teams. One member of a team competes against another in a word problem. The first member to answer correctly adds to the team's score.

OCTOBER: Jack-O-Lantern Math– Ghosts vs Goblins
In Jack-O-Lantern Math, points are kept by carving the pumpkin (one pumpkin on the board for each team). The first team to "carve" the pumpkin wins. Sometimes a word problem using several steps and worth more points is given to a group of four or more students on each team. The first team to give the correct answer wins the point and "carves out the points" on their pumpkin on the board. Each month the games are played with a similar format but with a different theme.

NOVEMBER: Turkey Time Math– Pilgrims vs Indians
Feathers are added to a turkey for each point. With one turkey on the board for each team.

DECEMBER: Trim the Tree Math– Elves vs Reindeer
Ornaments are added to a tree. With one tree on the board for each team. The star on the top of the tree is added only after a four-step word problem is solved.

JANUARY: Build the Snowman Math– Snowmen vs Snow-Women
A snowman is built on the board. One part of the snowman is added for each problem answered correctly.

FEBRUARY–MARCH: Basketball Math (Various team names are chosen.)
Scoreboard is kept on the board. There are two-point problems and three-point problems. Foul shot problems can also be added.

APRIL–MAY: Baseball Math (Various team names are chosen.)
The scoreboard is kept on the board. Easy problems are a single, one point. Harder problems are a double, two points or a triple, three points. More complicated problems, involving several steps, are worth five points, a home run!

All kinds of word problems can be used to relate to math skills introduced that month. By March, April, or May the problems involve a variety of math skills. These games can be easily adapted to various grade levels. The students have so much fun that they forget they are studying math.

Jackie Bellman
District Teacher of the Year
4th Grade
Nicholasville Elementary
Jessamine County Schools

FORMS FOR OBSERVATIONS

While keeping records is a vital aspect of the primary grade teacher's day, it is often hard to find the time to make notes. I have developed several instruments which have been easy to use.

ENTERING-BEHAVIOR RATING SCALE

Child's Name _____ Date _____

(On a scale from 1-5, rate the child's behavior on the first day of school.)

Refused to Enter _____ Entered Eagerly
1 2 3 4 5

Refused to Explore _____ Explored Freely
1 2 3 4 5

Refused Contact with Peers _____ Sought contact with Peers
1 2 3 4 5

Was Uncooperative (group) _____ Was Cooperative (group)
1 2 3 4 5

Was Uncooperative (activities) _____ Was Cooperative (activities)
1 2 3 4 5

Talked Very Little _____ Was Talkative
1 2 3 4 5

DAILY OBSERVATION RECORD

(I keep a supply of these handy in my pocket or on the tops of center shelving.)

Child's Name _____ Date _____

Other Children Involved _____

Nature of The Activity _____

Child's Purpose _____

Levels of Involvement _____

Concepts, Skills _____

Evidence of development of areas of growth: _____

_____

_____

Interactions: _____

Barbara Yarbrough
District Teacher of the Year
Cumberland Trace Elementary
Warren County Schools

PARENTS DAY

To encourage our parents to visit the school and to be involved in their child's education, I invited the parents to school for an afternoon in the "work world" of a second grader. With the assistance of a student teacher, I read a story and did a flannel board presentation to accompany the story. The children then took their parents to their work areas and painted a ceramic pumpkin for the parent to wear as a pin or to use as a magnet. After they had completed the pumpkin, the child served refreshments consisting of various kinds of breads and cider. The child wrote his/her parent an invitation to visit his/her room and then wrote a thank you note for coming to school and making him/her feel special. I had 100 percent participation in this project with every child having at least one parent in the group.

Julia Underwood
District Teacher of the Year
2nd Grade
Harlow Elementary
Boyle County Schools

PHOTO PUBLIC RELATIONS

At the beginning of the school year, I photographed my students in various classes throughout the day, being sure to also capture pictures of special teachers whom the parents may not know. I attach these photos to manila folders, so the kids may "check out" sets of pictures to share at home throughout the year. Also, I make a videotape of students reading original writings; they may check out these videotapes, also. It's great PR and a morale boost for the children!

Cynthia Frey
District Teacher of the Year
Mary G. Hogsett Elementary
Danville Independent Schools

PROGRESS REPORTS

I have had good results and many encouraging words of support from parents for progress reports sent home with children in my classroom. I bought a computer disk that averages and prints out grades. Between grading periods I send home progress reports on every subject to each child's parents. I also send home tips for homework, discipline, attitude, improving grades, and words of praise for good grades. These reports inform the parent of the status of the child's grades before grade card time. This is not a requirement in our school system. I am the only person who does this task at our school. It is not time consuming and requires very little effort but is rewarding to parent and teacher.

I have utilized a *Brite Lite* to encourage attendance in my classroom for a couple of years. I assign each child a number. Children who are present lights up their numbers. If they do not attend, there is a "black hole." My class won recognition for high attendance three of nine times last year. This year we won a reward for 97.6 percent attendance for the first month. Thus, I am convinced the *Brite Lite* has caused our class's attendance to be improved.

Weltha King
District Teacher of the Year
3rd Grade
Cumberland County Elementary
Cumberland County Schools

STEPS TO THINKING SKILLS

I use a process which helps to implement thinking skills in the content areas, specifically social studies. This process requires quite a bit of time, but the effect is worth the effort. The strength of the plan lies in the conditioned thinking of both teacher and student as the project is developed. By classifying information within each chapter into generic categories, a conditioned way of thinking is developed, thus resulting in a more effective approach to teaching. Students soon "catch on" to the categorizing process of information. It sets the thinking for both teacher and students.

The following are the six steps (with examples) for implementing this plan:

STEP I: Selecting a Topic Unit, or Chapter – ("The Northeast Region")

STEP II: Identifying and Selecting the Generic Categories –
(1) Place, (2) Action, (3) Object, (4) Person

STEP III: Identifying the Specific Content Elements that Relate to the Generic Categories –

1. (Place)
   N.E. Region
   highlands
   lowlands
   Niagara Falls
2. (Action)
   climate
   growing season
   Earth's revolution
   farming
   manufacturing
   economic activity
3. (Object)
   mountain
   valley
   crops
   port
4. (Person)
   Beverly Sills

STEP IV: Identifying and Selecting the Basic Question –

1. (Place)
   1. Which is the northernmost state?
   2. Which states touch our northern border?
2. (Action)
   1. How does the distance from the Equator affect climate?
   2. How does the distance from the Equator determine its growing season?
3. (Object)
   1. What is a landform?

continued

2. What is a bay?

4. (Person)
   1. Who is Beverly Sills?
   2. What did she eventually do with her love of music and her talent?

STEP V: Identifying and Selecting the Ways of Thinking —

Generic Category	Specific Content	Ways of Thinking
1. (Place)	N.E. Region	(Compare) the N.E. Region with your state according to climate and resources.
2. (Action)	manufacturing	(Logical Deduction) How do people of the N.E. make use of their water-ways?
3. (Object)	landforms	(Create) a relief map of the N.E. using clay, salt, flour, or water.
4. (Person)	Beverly Sills	(Imagine) you are an opera singer. Describe your songs/ music.

The research on these various topics can be done on a team basis. Cooperative Team Learning has proven to be an effective approach toward breaking the chapter material into parts with students' brainstorming the categories and searching for terms and concepts.

Judith House
District Teacher of the Year
4th Grade
Potter Gray Elementary
Bowling Green Independent Schools

STUDENT TEACHING

I wrote a proposal, in collaboration with the University of Louisville, to address the needs of teacher training and induction into the profession of education. We developed this project for our school so that we could train student teachers, pre-education majors, and teacher interns in a structured and effective way.

We have organized ourselves as if we were a teaching hospital. We have set up guidelines for each cooperating/supervising teacher to use in the development of training teachers. I am the coordinator of this project which is called a Clinical Training Site. We specifically addressed the problems that we had seen in the past when student teachers were placed in our classrooms. We used a research-based training model so that each inductee would receive a variety of teaching opportunities and observations. We wanted student teaching to be a positive learning experience not an isolated, frustrating experience with a reluctant supervisor.

We work closely with the University so that we are sure to meet the needs of both parties. We require that student teachers observe effective teaching, utilize effective teaching strategies, rely on research-based methodologies, and critique themselves. We model the effective teaching strategies for them and allow them to critique us. We include the inductees in the total school program and encourage their participation in every aspect of our profession– inservice training, faculty meetings, parent conferences and communiques, and clubs.

Sheila Goodpaster-Troyer
District Teacher of the Year
Kindergarten
Price Elementary
Jefferson County Schools

STUDY BUDDIES

Homework Analysis Sheet– This form is filled out by the student when his assignment is not completed or lost.

I keep these in a folder in my desk and have found them most useful when I confer with the parents, and when filling out report cards.

Study Buddies Form– I assign each student a study buddy at the beginning of the year. This partnership is for absences. The buddy fills out an assignment sheet for the student so that if a parent picks up the classwork, it is jotted down on this form. If the parent does not pick this up, the form is kept in the classroom until the student returns.

ASSIGNMENT ANALYSIS SHEET

Name _____

Subject _____

Date _____

Dear _____

Here are the assignments you've missed. Please complete them and turn them in by _____. Hurry back! Why? Because we miss you.

Reading: _____

Math: _____

Social Studies: _____

Science: _____

Spelling: _____

Health: _____

English: _____

Other: _____

Patricia Harris
Commonwealth Institute for Teachers
5th Grade
Sublimity Elementary
Laurel County Schools

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TIPS GALORE

1. Never underestimate the value of a smile, a hug, or a word of encouragement.
2. To easily form groups in primary grades, students choose different colored necklaces made of yarn. The same idea with shapes can be the theme (Hearts make a group, apples, etc.).
3. One theme I've used this year is A-B-C lists. When we studied careers, words dealing with occupations were recorded. Lists include plants, countries, food, etc. The charts stay up all year, and students are encouraged to add to the vocabulary.
4. Primary students sometimes have difficulty in drawing large pictures. I put a large circle on a sheet of 12"x18" paper, and the students take off! From the circle students might draw clowns, scarecrows, or types of machines.
5. Students look for patterns in various disciplines. With *Box It or Bag It* math patterning is an important concept. But even if you are not using this program, just be aware of patterning in nature, material, architecture, rhymes, songs, etc. Students' horizons will expand in unimaginable ways.
6. For Earth Day, 1990, my second grade students presented an environmental awareness fair for the entire school. Students were in groups of two and manned booths in the gym. Classes were scheduled to come at 15 minute intervals. Topics covered included mechanics of a landfill, carbon emission, information on recycling, importance of trees, oil spills, and solar energy. Students also made a tape explaining terms (biodegradable, ecosystem, acid rain).

Theresa Boone
Commonwealth Institute for Teachers
Lebanon Junction Elementary
Bullitt County Schools

EVERY CHILD A WINNER

EVERY CHILD A WINNER With Physical Education is an individualized physical education program which improves fitness and motor skills for all children regardless of physical or mental ability.

DESCRIPTION: The program improves fitness and motor skills and contributes to improvement in academics and self-esteem. The curriculum, based on the *Laban Framework*, has been widely adopted. It has a practical, proven, step-by-step plan, field-tested lesson plans and training materials. Both educators and parents report positive student results in discipline and voca space awareness, body awareness, quality of body movement and relation-educational gymnastics. Students are encouraged to reach their personal potential, with "winning" taking place when each child does his/her best.

Training is designed to help classroom teachers, special educators, and physical educators implement the program. Phase I Training includes an accountability model for program implementation, teaching techniques for movement lessons, and training in program and fitness evaluation. Phase II Training provides more in-depth training in the *Laban Framework* and assistance in upper grade implementation. The program should be implemented first in K-3, with a plan for expanding to K-6.

REQUIREMENTS: Program conducted by certified teachers. Pupil-teacher ratio 1:30. Training essential. Facilities needed are a multi-purpose room or indoor area large enough for participation, as well as outdoor space to conduct lessons. A list of equipment, resource books, and training materials needed is available from the project.

CONTACT: Martha F. Owens
Every Child A Winner
Educational Excellence, Inc.
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Joan Johnston
District Teacher of the Year
Physical Education
Hearn Elementary
Franklin County Schools

EVERY CHILD A WINNER

EVERY CHILD A WINNER With Physical Education is an individualized physical education program which improves fitness and motor skills for all children regardless of physical or mental ability.

DESCRIPTION: The program improves fitness and motor skill and contributes to improvement in academics and self-esteem. The curriculum, based on the *Laban Framework*, has been widely adopted. It has a practical, proven, step-by-step plan, field-tested lesson plans and training materials. Both educators and parents report positive student results in discipline and voca space awareness, body awareness, quality of body movement and relation-educational gymnastics. Students are encouraged to reach their personal potential, with "winning" taking place when each child does his/her best.

Training is designed to help classroom teachers, special educators, and physical educators implement the program. Phase I Training includes an accountability model for program implementation, teaching techniques for movement lessons, and training in program and fitness evaluation. Phase II Training provides more in-depth training in the *Laban Framework* and assistance in upper grade implementation. The program should be implemented first in K-3, with a plan for expanding to K-6.

REQUIREMENTS: Program conducted by certified teachers. Pupil-teacher ratio 1:30. Training essential. Facilities needed are a multi-purpose room or indoor area large enough for

CONTACT: Martha F. Owens
Every Child A Winner
Educational Excellence, Inc.
P.O. Box 141
Ocillall, GA 31774
Telephone (912) 468-7098

Joan Johnston
Every Child A Winner
Hearn Elementary School
200 Laralan Dr.
Frankfort, KY 40601
Telephone (502) 695-4035

Joan Johnston
District Teacher of the Year
Physical Education
Hearn Elementary
Franklin County Schools

INCENTIVES

A method I have used successfully is to provide incentives which allow students to build confidence. I have marble jars that I fill as students reach certain classroom goals. When the jars have been filled, I allow free recess time, free time on the computer, or free time to work at a certain reading center. In the past I have used field trips to help motivate children to achieve a certain level in reading. This year I am trying something new that the children are really excited about. It involves our principal's kissing a goat when all the children in my program obtain a certain goal we have set for them in reading.

Dennis Priddy
Teacher of the Year
Brownsville Elementary
Edmonson County Schools

POSITIVE YOUTH DEVELOPMENT

Morningside Elementary School participates in a pilot program for positive youth development. The program is a joint effort of Lions Club International, the National PTA, and Quest International along with the National Association of Elementary School Principals. These programs teach children important life and citizenship skills that lead to responsibility, good judgment, and self-discipline.

Quest International, which developed the program, provides training, materials and technical assistance for the classroom, community, and parent components of the program.

Our staff in grades K-4 participated in the workshop, and it proved to be an enlightening experience for all. We left the workshop with a feeling of closeness and unity of purpose.

We all teach the program, and we feel very fortunate to have a concrete tool to enhance the self-esteem of our students and prepare them to become productive, responsible citizens.

Information for this program can be obtained by writing the following address: Quest International, P.O. Box 430, Newark, Ohio, 43055 or you may call 1-800-446-2700 between 8 a.m. and 5 p.m.

Angela Weathers
District Teacher of the Year
Morningside Elementary
Elizabethtown Independent Schools

PROJECT PAL

Project PAL is a volunteer program which meets the special needs of children. Volunteer faculty members and staff are asked to accept one or more children as their PAL or special friend. The program is for the shy, withdrawn, unhappy, gifted, hostile, or aggressive child, or any child who appears to be having problems. The teacher volunteer attempts to get to know and establish rapport with the special friend or PAL. The volunteer shows a special interest in the child whenever they meet in the hall, playground, lunchroom or at special meeting times. The idea is to provide these children with someone to talk to and to let them know that they are special to someone other than their classroom teacher. The objective is to help children with problems and to help prevent them from droping out of school.

I feel that *Project PAL's* greatest achievement has been that of building a positive attitude and self-esteem in students. It has also improved the attendance and general behavior of students.

I'm not sure where *Project PAL* originated, but it is certainly a worthwhile project, and I would recommend it to any school.

Jeanette Hughes
District Teacher of the Year
2nd Grade
West Irvine Elementary
Estill County Schools

MIDDLE/SECONDARY

A LOOK AT MY FUTURE AND ME

This English IV activity is designed to improve skills in all areas of Language Arts. By researching a career; writing academic, business, and social materials; reading critically and analytically; making preplanned and impromptu oral presentations: listening critically; and evaluating self, each student will acquire the necessary resources and skills to prepare a display representing his/her career and to discuss intelligently that career with peers, teachers, and *career contacts*. This project requires each student to do the following:

1. Select a career to research through printed material and have contact with at least one person in that field.
2. Read a book related to your career interests. Keep a reading journal to note progress, record questions, and make observations. Prepare an oral presentation.
3. Keep a notebook of related class assignments and activities. Among these will be ten to fifteen essays, business and social letters (letters of inquiry, complaint, application, invitation, thanks, _____.), correspondence with the career contact, surveys, evaluations, vocabulary particular to the career, and other related information.
4. Obtain a letter of recommendation which can be used for *any* position which you may select in the near future.
5. Prepare a display for the English IV Career Fair. Posters, pictures, audio-visual materials, items of importance on the job, lists of career opportunities, people to contact, and similar types of information are appropriate for displays. Your notebook should be a part of your display.

NOTE: Three English IV classes participated in this activity last year; it was a tremendous success. Approximately twelve career contacts and a few parents came; while all seniors were invited to visit during their English classes, teachers from various disciplines asked to bring their students.

Throughout the day some of the students and I took pictures; using slides, a narrative based on Walt Whitman's "I Hear America Singing," and contemporary music, I developed a presentation for the students which we used several weeks later. It served as a reminder of the accomplishments each had made– and gave each one special moment in the spotlight.

Ernestine Jennings
District Teacher of the Year
English
Shelby County High/Shelby County Schools

ALPHABET SOUP SPELLING

Use alphabet pasta to spell out words. This technique can be used for students on any level. I use it with special education students in grades five through eight.

MULTIPLICATION BINGO

Put random answers on the board for the multiplication table you wish to reinforce. Have students make (or have prepared) a Bingo grid (25 square grid 5x5). Students put numbers in grid that are found on board.

Call out multiplication problems. Students must compute the answer then cover the correct answer. Bingo is achieved by filling a row (up, down, diagonally). Prizes should be awarded.

SPELLING SCRABBLE

Give each student a large card with a letter of the alphabet. (Make sure all the letters needed for spelling the words are available and include lots of vowels.)

Call out a spelling word. Have the students who have the letters get together to spell the words. They must work as a group.

Adaptations:

States/Capitals– Have the state and its capital get together.
Shuffle cards, do again.

Sentence Structure– Have word cards.
Call out a sentence, then have students form it correctly.

Carol Moffett
Commonwealth Institute for Teachers
Special Education: 5th-8th Grades
Harrodsburg Middle School
Harrodsburg Independent Schools

BIOPOEM

Lower-level students tend to stick to a superficial impression of literary characters. To help go beyond the initial appearance and to delve into the psyche of the character, I have devised a writing project that requires a real understanding of the person they are revealing: "character biopoem."

First, I present them with the biopoem format and two sample poems. We then discuss the characteristics of the biopoem: clarity, precision, self-disclosure and overall tone. Next, I ask them to practice with the biopoem format by having them create a personal biopoem. They are to read it aloud to a friend and make the necessary changes to give a true picture of who they are. Following this activity, I assign a story for the students to read. They are placed in pairs and asked to write a biopoem about the character in the story. Collaboratively, a biopoem is created and written on the board. Next, the pairs are asked to select a novel they would like to read and about which they would like to write a biopoem. I guide the students' selection so that they have a "meaty" character to write about. Off and on over a three week period, the couples are given an opportunity to meet and to discuss aspects of their character's personality. I meet with each pair twice a week to make sure that they are completing the task as designed. After the biopoem has been taken through the entire writing process, it will be typed on the word processor, using the *Multi-Scribe* program because of its unique scripting qualities.

Biopoem format:

Figure 1

Line 1. First name
Line 2. Four traits that describe character
Line 3. Relative ("brother," "sister," "daughter," etc.) of
Line 4. Lover of _____(list three things or people)
Line 5. Who feels_____(three items)
Line 6. Who needs _____(three items)
Line 7. Who fears _____(three items)
Line 8. Who gives _____(three items)
Line 9. Who would like to see _____(three items)
Line 10. Resident of_____
Line 11. Last name

outspoken, organized, compassionate, open

teacher of English and Speech, sponsor of the Junior class, coach of the speech and debate team, and coordinator of the video yearbook.

mom of (overachiever) Leslie, (boy crazy) Tracie, and (crawdad catching) Michael
wife of childhood sweetheart, Denny

chosen child of Eddie and Thelda Rose
and big sis to little sis, Jan

lover of sixties dancing
old romantic movies
a good joke
and family picnics

who feels sad when she watches Love Story for the 53rd time
exhilarated in a crowd of people
content with her old fashioned beliefs
and overwhelmed when she looks at her schedule for one week

who needs her father's approval and support
at least two diet colas a day
the love of a good man
and quiet time for regrouping

who fears growing old and dying
losing one of her children
and a time when she is no longer needed

who gives unsolicited advice to her children
her time to all who need it except herself
and a_____- ear to a friend in need

who would like to see
if Elvis is really buried in the grave in Memphis
a female president of the United States
her students *successful* in whatever careers they choose
and herself 10 pounds thinner

citizen of a world that no longer values '57_____, Bobby Vinton's music and marshmallow roasts over an open fire

Gare, A. R., ed., *Roots in the Sawdust: Writing to Learn Across the Disciplines*. p. 222. Illinois: National Council for Teachers of English, 1985.

Judy Texas
District Teacher of the Year
English
South Oldham High
Oldham County Schools

DIFFERENT TWIST AT EASTER

About a month before Easter my seventh and eighth-grade classes are involved in group projects writing Easter stories for different classrooms.

Last year the seventh-graders divided up into groups of four and wrote Easter plays for first and second graders. Each play had to have an important lesson to be learned. After they wrote their play, they had to make props and costumes for them. Then they performed it in front of the split first and second-grade class.

Each individual eighth-grader wrote a short story with a lesson to be learned. They wrote, illustrated, and made their own Easter book. Then each student went into the second-grade room, read and gave the book to a second grader.

I was very proud of the students because they did a lot of work and it really showed. The students in each classroom loved the plays and books.

Judy New
District Teacher of the Year
English
Middle Grades
Science Hill Independent Schools

GETTING THE MOST FROM LITERATURE

At the beginning of each class period, I have my students read from novels– classroom sets such as *Indian in the Cupboard* by Lynne Reid Bank, *The Outsiders* by S. E. Hinton, *Adam of the Road* by Elizabeth Gray. After they read for eight-to-ten minutes, they write in their journals.

This allows them to calm down from the class change and also to be exposed to several novels during the year.

When they have completed a novel, they participate in group discussions about the novel. So far, this has been one of the most popular ways I've found to encourage reading, speaking, and writing skill development.

Bonnie Farrar
Commonwealth Institute for Teachers
English
Williamsburg Junior High
Williamsburg Independent Schools

MAGAZINE IN THE CLASSROOM

I initiated a new class at my school several years ago. Our textbook is a weekly *Time* magazine. It requires a lot of reading and writing and hard work. My students love it and they develop an interest in many areas of study.

Shane Abbott
District Teacher of the Year
English
Wayne County High
Wayne County Schools

MAGAZINE JOURNALISTS

For the past two years in my sophomore English classes, students have gotten excited about primary research.

Several activities lead students to become magazine journalists and to write a biographical article similar to those found in *PEOPLE* magazine (or *ROLLING STONE* or other publications with which they are familiar).

1. We read several biographical essays from the literature book as well as several magazine biographical articles and compare the formats.
2. We write a series of journal entries about ourselves (including plans, hopes, favorite things, fears, etc.
3. Students create their own resumes and letters of application.
4. They create interview questions.
5. They study methods and organizational formats for including quotes and other information in articles in an interesting way.

We play a brief search game to end up with a random partner. Then each partner begins to collect research information about the other for his/her article. Students conduct interviews with their partner, use journal writings and other folder writing from the year (as permitted by the writer). They also use resumes, letters of application, quotes and information from friends to compile a magazine-type article. Their goals are to inform and entertain. The overall tone of the article must be positive.

They compose headlines, take pictures, form editorial boards to edit copy, submit a cover design—the best design is chosen from a class vote. Group-design advertising for imaginative products or services (from an earlier class creative-thinking activity) are included in the magazine.

All articles are typed, proofread, copied and compiled into a class magazine. Each student in the class is featured. For the past two years, students have received the finished product after their final exams on the last class day. They are pleased with their efforts and even purchase copies from other class periods. This "keepsake" has also encouraged excellent writing and organizational skills (the goals I'm working toward with students).

A magazine format can be productive for many types of classroom projects in classes across the curriculum. A simple publication is inexpensive. Though it takes a bit of extra effort, I know that it is one of the highlights of the year in my class, both for me and for my students.

Pam Ladd
District Teacher of the Year
Sophomore English/Yearbook/Journalism
Paducah Tilghman High
Paducah Independent Schools

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"MEET THE AUTHORS: A WORKING CELEBRATION"

A. Objectives of the Program

The goal is for middle school students to develop story ideas for children's books. Students become young authors as they learn through a hands-on writing process. Small groups work together to generate ideas, edit, and publish the final illustrated books. These books are then shared with an elementary class of students who read the books prior to a final "Meet the Authors" party. At the party, both age groups meet for a read-aloud and autograph session.

B. Content to be Presented

Students will generate ideas in brainstorming sessions that are organized into story webs and eventually into story structure diagrams. Using the prewriting step in the writing process, students are guided beyond "writer's block" and into an unlimited dimension of writing ideas. Working in small groups, students bring back to the class a multitude of brainstorming notions that are organized into story possibilities.

Students launch into drafting several versions of their individual stories. Peer editing and peer reactions are shared as stories develop. Story organization techniques are examined, polishing tips are practiced, and finally a completed story is ready to publish.

In the publishing phase, students use lay-out design procedures to integrate their text with original illustrations. The books are then bound.

Student authors then share their work with elementary classes. Books are read by these students prior to a "Meet the Authors" party. At the party, both age groups meet for a read-aloud and autograph session.

As each step of the writing process is presented, students view segments from the KET "Writer's Realm" television series. The series was selected because of its in-depth, creative approach in addressing the subject of writing steps.

Our student author project has been awarded a Kentucky Educational Television *Teaching with Television Grant.* In addition, it was featured on the Paducah community access series, *Video Press.*

Christine Krueger
District Teacher of the Year
Learning Disabilities
Paducah Middle/Paducah Independent Schools

LISTENING AND LEARNING

The following is a description of some techniques that I use in my classroom to make sure each of my students is listening and learning during the introduction of new material.

After doing an example or two of the new concept at the board, I put a problem on the board for my students to try. I walk quickly up and down the rows looking at answers and counting aloud. My students do not know whether I am counting correct or incorrect answers until I am finished. While I am doing this, many times they will ask "Am I right?" or "Mrs Nichols, come look at mine, will you?"

This activity challenges them to work the problem correctly. Also, each student knows that I am going to be looking at his work. This causes those who are inclined to sit there and let the others answer my questions to listen to me and to put forth their best efforts. I give the opportunity for shy students to show that they can do the work without embarrassing them by calling on them to answer in front of the whole class.

Sometimes, before illustrating a concept, I challenge them to work the problem. I make a statement such as "I am going to predict that only 10 out of the 27 students in this room today will be able to work this problem before I show you how to do it." They love to prove me wrong. I walk around again, this time only counting aloud the number of correct answers. We work the problem at the board for correct procedure and understanding. I make a new prediction that "I now expect that at least 23 out of the 27 will work it correctly," explaining to them that if I am wrong, I have not done a good job of teaching that concept and we may have to work on it more.

Another way of getting all of my students to participate in learning is to place a problem before them without instruction as to how to do it. I tell them to work the problem the way they think it should be done. I write all of the answers they tell me on the board beside the problem. As I am working the problem they begin to see whether or not they have used the correct procedure. If so, they feel better and better as I work it. If not they will many times say, "Oh, I see what I did wrong."

All of these routines enable me to see that each of my students is listening and participating in class. I am also immediately aware of any concepts which require further instruction before I assign homework. After I give an assignment, I know which students to pay particular attention to as I go around the room and help them with their work. Another big plus to these methods is my students get excited and become competitive with me and each other.

Nancy Nichols
District Teacher of the Year
Mathematics
Jessamine County High
Jessamine County Schools

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PROBLEM SOLVING FOR PERCENTS

I have had exceptional results using the following method of teaching problem-solving which involves percents.
Be sure to focus all questions on topics of immediate interest to the student.

PROCEDURE

1. Define the question.
2. State the question.
3. Write an equation to match the question.
4. Solve the equation.
5. Define the solution.

INTRODUCTION
Activity — (opening model)

QUESTION: "How many students are in our classroom?'
(answer 30)

QUESTION: "How many students in our classroom are boys?"
(answer 12)

1. What percent of our total classroom is boys?
2. What percent of 30 is 12?

When writing an equation to solve percent problems, it is sometimes helpful to replace key words with algebraic and mathematical symbols.

Replace the words "what number" or "what percent" with the variable "n."

Replace the word "of" with a multiplication sign (X).

Replace the word "is" with an equal sign (=).

REMEMBER

1. "what number" "of" - X "is" - =
   "what Percent" — n
2. What percent of 30 is 12?
3. n of 30 is 12
   n x 30 is 12
   n x 30 = 12
4. n x 30 = 12
   $\underline{n \times 30 = 12}$
   30 30
   n = .40
5. The question was "what percent." Must write .40 as a percent.
   SOLUTION: 40% of 30 is 12. 40% of the classroom is boys.

BEST COPY AVAILABLE

Expanded Model

Seventy-two students in Junior High are involved in sports. If this number represents 30% of the entire enrollment, how many students are enrolled in Junior High?

1. What is the total enrollment?
2. 72 is 30% of what number? (change percents to decimals)
3. $72 = .30 \times n$
4. $\frac{72}{.30} = \frac{.30 \times n}{.30}$

   $240 = n$

5. The question was "what number" was the total enrollment. Since *n* represented "what number," the total enrollment is 240.

This design can be expanded to use of school statistics and surveys. Data can be compiled using bar, line, and circle graphs. Percents can be determined from information contained in the graphs.

Nila Collins
District Teacher of the Year
7th and 8th Grades
Porter Elementary
Johnson County Schools

BIOLOGY AND PSYCHOLOGY IN THE NEWS

Someone said that the newspaper is the poor person's university. That individual went on to say that all of us have access to the newspaper; even if we cannot afford one, others will let us have theirs after they have finished with them.

I believe that the newspaper has great potential for teaching. It is current and is written on a readable level. Many articles are very authoritative, coming from such sources as the American Medical Association or *The New England Journal of Medicine*. On my desk now I have newspaper articles with the following titles: "Scientists find heart disease-causing gene," "Normal gene stops cancer in lab tests," "New brain study could produce true super drug," and "Scientist says babies learn about language before birth."

The newspaper seems to touch on all subjects; even the advertisements, comic strips, and other cartoons often have a message that applies to the subject. I use newspapers in many ways in my classroom to enhance the curriculum. From my personal reading I maintain extensive files of clippings that pertain to many facets of the subjects which I teach.

My students do special projects, called "Biology In The News" and "Psychology In The News." These are sometimes posters and sometimes booklets in which each article is tied in with something that is being studied or has been studied or will be studied. I bring stacks of newspapers to my classroom, and students clip articles of various sorts according to directions.

Sometimes my students make a special study of the table of contents of the textbook and then search for articles that relate to the various chapters. They must list not only the textbook chapter number, but also the page number to show the link between the article and the textbook. Not only do I use newspapers but magazines as well. Both are used as the basis for oral assignments.

One of the "special project" options in my classes is the scrapbook. Many students choose this option. On each article in the scrapbook, the student must give a summary and/or reaction. I don't want my students to see their subject matter only in textbooks. I want them to know that long after they have graduated– long after their high school textbooks have become outdated and tossed aside– they can still find up-to-date information that pertains to the subject; they can still find it right there in their daily newspaper. I am a better teacher because I am using the services of my friend– the newspaper.

Dale Faughn
District Teacher of the Year
Biology and Psychology/Caldwell Co. High/Caldwell Co. Schools

LIVING HISTORY

One of the most effective teaching methods I use is when I become a "living history" character. At this time I have developed several different characters. The students really enjoy Eleanor Billington, one of the four surviving Pilgrim women in 1621.

The costumes can be put together from garments you already have or patterns can be obtained from fabric stores.

The monologue can be as simple as a lecture from the textbook or it can be from sophisticated research.

Whatever the method, the students are motivated and retain what you have said because the method of delivery is so unique.

Brenda Hartman
District Teacher of the Year
Social Studies
Conner Middle
Boone County Schools

THE STORYTELLER

I have discovered that deep inside all of us there is a storyteller just waiting to come out. I perceive my role as a history teacher as just that, a storyteller. After all, what greater story is there to tell than that of the great deeds and accomplishments of the men and women throughout history.

My primary objective in the classroom is to bring history to life for my students so that they can visualize and experience the events of the past. Unfortunately, far too often history is nothing more than the mere recitation of endless names, dates, and facts. Living History changes all of that. Whether I am fighting the Civil War, going over the top as a World War I doughboy, or driving through France and Germany as a World War II G.I., my students have the opportunity to see, hear, speak, and touch a person from the past.

As a Civil War veteran, I portray William B. Moore of Company F 4th Kentucky Volunteer Infantry, C.S.A. part of the famous Orphan Brigade. In this role, I recreate the life of a typical Confederate soldier, complete with uniform, musket, and accoutrement. If time and weather permit, I set up an actual camp with period "dog" tent and fire. The lesson includes a blackpowder demonstration, basic drill, and a Civil War meal of hardtack and water.

My impressions for World War I and II are special because they involve individuals in my personal history. As a doughboy, I portray my maternal grandfather, Marion Stokes of the 113th Ammunition Train. His unit history and map of France serve as the background for my interpretation. The typical G.I. of World War II comes to life through my Command Sergeant Major, Elvin Hulshizer, a man that had a deep impact on my own military experience in the early 1970s. The personal connection adds to the presentations. I put a "little" extra into the lesson.

Granted, Living History may not be for everyone. You may or may not have an interest in military history but the list of possible characters is limited only by the bounds of your imagination. Martin Luther, Clara Barton, or a typical hippie from the 60s come quickly to mind.

If living history might be for you, but you don't know where to begin, here are a few addresses to help you get started:

Jarnagin Company
Route #3 Box 217
Corinth, MS 38834
(Send $2.00 for illustrated catalog.)

New Columbia
P. O. Box 524-A
Charleston, IL 61920
(Send $3.75 for illustrated catalog.)

Dixie Gun Works, Inc.
Gunpowder Lane Dept 55
Union City, TN 38261

The Bonnet Brigate
P. O. Box 28 ACW
Freemont, CA 94537
(Send $3.00 for illustrated catalog.)

Crescent City Sutler
Albert L. Schlachter
17810 Hwy. 57 North
Evansville, IN 47711

World War II Ltd.
Box 2063-M
St. Louis, MO 63158
(Send $5.00 for illustrated catalog.)

Tim Moore
1990-91 Kentucky Teacher of the Year
History
Simon Kenton High
Kenton County Schools

CARING FOR STUDENTS

As part of my quest to teach language arts more effectively came the realization that no one method works with all children. What does work is the enthusiasm of the teacher and the concern and caring that is transmitted to the student. While each teacher goes about changing attitudes and involving children differently, excellent teachers have special ways in which they transmit that caring to their students.

I have worked with other teachers to develop an enrichment program that lets students use those language skills while providing for remediation for those who need it. To showcase those skills, I have developed, with the cooperation of other teachers within my building, a writing fair that gives each student a chance to succeed and to be a published author.

Another way I have shown that I care is by applying for grants for money for equipment and supplies that our own poor school district could not afford, so that our students could have the computers to use in writing their own stories. By introducing the use of computers in connection with writing and language arts, our students have been able to participate in telecommunications on both a local, state, and national level.

Now when I say to my students, "You have an audience for your writing other than your teacher," they know it is true. They see their writing posted throughout the building, in school newspapers, in the local newspapers, in the writing fair, and also being printed from the computer with responses to their writing coming from both teachers and students across the nation.

Any lasting success that I have gained has been a result of the cooperation between teachers for all of our students. No teacher is an island whose light outshines others but is a member of a profession who together makes things happen.

Cassandra Jones
District Teacher of the Year
English
Whitley County Middle
Whitley County Schools

FRIENDLY COMPETITION

To motivate students to perform closer to their capacity on quizzes and tests, try this idea. Use a laminated, erasable scoreboard or any erasable type of board for the students to write their names, subject, and score after every quiz or test. You may want to set a minimum score which has to be obtained before being given the privilege of writing name, subject and score on the board. In order to make this more exciting, have only half as many open name slots available on the board as you do students. For example, if you have 20 students, have 10 or fewer slots available on the board. Therefore, each student is constantly striving to "knock someone off" the board in order to put his or her name in that spot. If the student's name is already on the board, then that student will continue to increase his or her score until the end of each grading period or until he or she is "knocked off." At the end of each grading period the student having the most hundreds or the highest score wins a special treat. I treated mine to a movie and pizza. The students enjoy the friendly competition, while at the same time, they work on making better grades.

Example:

SCORE BOARD

Name	Subject	Score
Jill	Reading	205
Katy	Spelling	105
Joe	Math	210
David	Reading	200

Kathryn King
District Teacher of the Year
LBD Resource Teacher
Cumberland County Middle
Cumberland County Schools

INSPIRING EIGHTH-GRADERS

I have three goals for my eighth-grade students. We work on these goals throughout the year for the time when they leave the eighth grade and enter high school. We work on helping them to become more competent, confident, and better organized.

Each month I publish a calendar with the generic listings and due dates of important events. Each child is given two copies of this calendar. One copy is to be placed in a visible place in their locker or at their desk at home or on the refrigerator. The second copy is to be signed by a parent and returned to school for "Extra Credit." I feel that this is an important form of communication with the parent. After I record the Extra Credit points, I return the second copy of the calendar to the student to place in another visible place.

During the course of the eighth grade year, we attempt to take as many field trips as possible (usually one per month) in order to utilize our community resources. Each field trip has a purpose, of course, and the student must complete a PASSPORT for that field trip. The PASSPORT will include questions for the student to answer about the trip. The questions might pertain only to my discipline (language arts) or the questions might also deal with science, math and social studies information which we discuss along the way.

In the spring we take a couple of weeks to learn more about our own city. We utilize many of the communication skills incorporated into language arts and we stretch some of the other disciplines and involve these also. We view slides, study maps, learn about the history and places of interest in our city and we develop a new list of vocabulary words to use. We pretend that we are "entertaining" a visitor from another city and we plan a three day agenda for our guest. Of course, we top our study with a field trip which the students get to help organize and plan. We often visit the work place of a parent or go to a location which the students have never visited before.

During the eighth-grade year we work on many language arts skills including communication via oral and written reports and research projects, posters, editorial cartoons, oral demonstrations, pen-pal letters, reading, writing and reciting.

We have a good time (humor is an important factor in this class), and we all learn a lot.

Susan Lancaster
District Teacher of the Year
8th Grade
Krammerer Middle
Jefferson County Schools

THE SCHOOL SUPPLY STORE

In my first year of teaching middle school, I was in search of a project that would boost the self-esteem of my special education students. They were integrated into the regular program for only Academic Plus, lunch, and P.E. Their self-esteem suffered not only because of their learning problems, but also because they were separated from their peers.

I asked the principal if my students could operate a school supplies' store in the mornings before first period. She agreed. The first year was a learning experience for me as well as the children.

Since that time, my sixth-grade L.D. math class has operated the school store for the entire middle school. The new students and I spend the first three weeks of each new year learning money skills and how to wait on customers. They learn how to figure how much we spend for each pencil,notebook, etc. They work up a margin of profit for each item and decide what a reasonable market price would be for each item in the store.

Later in the year we use order forms and ledger sheets from the store to practice more difficult multiplication and division skills. We also use the order forms when learning and practicing percents. The ledger sheets are used again to demonstrate and teach simple accounting.

Two or three times during the year and again at the end of the year, the students get the opportunity to order supplies for the store. They enjoy this phase of marketing very much as it is like buying for themselves. However, they must reach a consensus on what items they feel will sell best; this is not always easy to do.

At school's end the students get a salary of 15 percent of the store's current balance. This is divided according to how many days during the year each worked. They don't get paid if they were absent or for some other reason did not work in the store when they were scheduled. The students use their salary for spending money on a field trip at the end of the year.

Another aspect of the economics model the school store offers is the banking model. My special education students are given their own personal bank book. In each class of the day I give points for various accomplishments; answering questions correctly, correctly editing a sentence, having their homework, coming into class quietly, having their science folder in order, etc. Likewise the students lose points when they do not have homework done, talk without permission in class, leave books or papers behind, do not have supplies for class, etc. These points convert into a money value of which the students are aware. At the end of each week they are given a Deposit Slip showing the amount of money earned for all their positive points. This they add to the balance in their book. They are also given a Bad Check Charge Slip for their negative

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points with the negative action(s) on the slip. This they must deduct from their balance. The students then have the opportunity to spend their money at the Treasure Box Store. In order to spend the money, they must correctly fill out a check. The check bounces if it is not filled out properly and they must try again. They can purchase $100.00 candy bars, $150.00 baseball cards, Ninja Turtle cards or New Kids on the Block items, $50.00 packs of gum or scented stickers, and many other continued items. If they choose, they may save their money until the next week, and by doing this they can earn 10 percent interest on their current balance. Surprising enough, the majority of the students chose to accumulate interest on their money. They are responsible for figuring interest and a correct balance. I check the bank books each week and can make a bank charge of $2.00, deductible from their account, if the balance is incorrect.

I feel this system makes the students responsible for their behavior and gives them a true sense of what the world of work is like. It has proven very successful. As far as a builder of self-esteem, both the school store and the bank account incentive have made them the envy of their peers. As far as improving skills, my students who work the school store show mastery of money skills on standardized achievement tests, and due to their work in the store there is no need to use class time for this skill.

The bank account incentive system is still relatively new, so I have no definite data on its effectiveness with changing behavior. However, it is obvious at the end of the week when the students are balancing their deposits and deducting their debits that they are very aware of the effects of approved and unapproved behavior. Of course they are made aware of these behaviors with immediate feedback, but then they are made aware again several days later when dealing with the tangible credit and debit slips.

Virginia Williams
District Teacher of the Year
6th Grade
Jessamine County Middle
Jessamine County Schools

BEST COPY AVAILABLE

A SPECIAL PLAY

I try very hard to give my special education students the opportunity to experience success and peer approval.

Two years ago I decided that my students should perform a Christmas play. Many of them had never been included in any real way in school productions because of their inability to memorize lines. I began to look for a suitable play for my students. After looking unsuccessfully for a suitable play, I decided to write my own. I did, and rehearsals were on. We spent many hours in rehearsals for the play, including a great deal of time reading and rereading the play in the classroom before we ever went to the stage to work on the stage directions. The students worked very hard and sometimes grew frustrated with the slow progress we seemed to be making.

The performance date was set, and finally the big day arrived when we were to perform before the entire student body. The students were excited and nervous. They had the confidence of knowing they were well-prepared.

The students did a wonderful job in front of their peers and several people from the community. They received a great deal of positive attention and praise for the job they had done in preparing and presenting the play. They were certainly proud of themselves. Their work was compared very favorably with that of the enrichment students who had presented a play a few days before.

The students now know that they can do something that gives them POSITIVE attention from their peers and from the teachers of the school.

Virginia Southard
District Teacher of the Year
Special Education
Wayne County Middle
Wayne County Schools

TALLYING FOR GOOD BEHAVIOR

A classroom teaching methodology that works for me is the tally system that I use for conduct. At the beginning of the school year I get different colored folders for each of my classes and I list all the children. On the first day of classes I spend the period discussing with the children what is acceptable behavior in our class. I permit the students to share what they feel are fair rules. We choose no more than five or six rules that serve as guidelines for all students. I then share with my students my tally system.

0-6 tallies in a six week period are given an "A"

7-10 tallies in a six week period are given a "B"

11-15 tallies are given a "C"
(At this time I call home and ask the parents to come to school for a conference. If parents aren't able to come and discuss the problem, I will make a visit to their home or meet them at a time that is convenient for them.)

16-20 tallies are given a "D"

21-above are given a "F"

Seldom does a child receive a "D" or "F" in my classes because the conference with the parents or guardians usually takes care of the unacceptable behaviors.

Also, in the individual folders I record any incident that is out of the ordinary. Keeping this record is a means of providing information when parents or administrators ask about a child's progress. It is also a good means of protection for myself since I come in contact with hundreds of people a day.

I have used this method of teaching and found it most effective. I spend more of my time teaching and less time disciplining the children.

Lois Bullock
District Teacher of the Year
6th-8th Grades
Bullitt Lick Middle
Bullitt County Schools

FANCY THAT

The first six weeks of school are spent teaching art principles and their applications when decorating a room or entire home. I also show the class how to apply these principles when putting a wardrobe together or combining clothing and/or accessories.

The second six-weeks the class is given the chance to vote on a project: to use the knowledge they have gained in floral designs to initiate a business. A vote is held and if the class elects, we begin organizing the business. They are told at this point all the pros and cons of the endeavor. Usually only a few do not want to be "risk takers," and the majority are eager to undertake an adventure. The class then becomes a corporation with a board of directors and goals established for their new business. Specific jobs are given, but everyone is responsible for the outcome of the business. Every Monday, class time is used for directors' meetings. Reports of progress are given.

We borrow "seed" money from the school to buy our supplies. Class members then inventory the supplies, pricing them both at wholesale and retail cost. They create a secret code to mark tags with both prices.

After demonstrations on applying art principles to floral designs, they make centerpieces, arrangements, wreaths, and many more large and small items to sell. As a person finishes an arrangement and I approve it, she/he makes a list of items used in this arrangement with the cost. This is taken to another group which puts a tag on the arrangement with the following information: the designer's personal number that is beside his name in my role book and ledger, the wholesale price which is coded, and retail price. This information is recorded in the class ledger. When the item is sold, the tag is removed and a sales slip is made. By this method we know where our receipts came from, who made the items sold, and what our inventory consists of. This verifies the disposition of our supplies so that everything can be accounted for. Students become very aware of waste and loss.

This class sets its own rules, such as a class member's purchase at wholesale prices. In the past each member has been allowed to purchase one arrangement at wholesale price.

At the end of the semester, after all bills have been paid, any profit is divided equally among the class members.

I supervise pricing by making students aware of appropriate mark-ups to compete successfully with retail outlets and to reflect their expenses. Since they do not pay taxes, employees, rent utilities, etc., their prices are lower than most retail ones.

We also generate many sales among our school staff and student body through announcements and in-school advertising. We aggressively display our products. We run specials on holidays and for school

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functions. We stress the quality and convenience of our items which are very competitively priced.

Our program is successful because it involves the students in every aspect of design and business. We believe that involvement is the key to any endeavor. The pride we have in our enterprise is shared by all students and staff.

Jane Horn
District Teacher of the Year
Home Economics
Taylor County High
Taylor County Schools

THE FANTASTIC DINNER PARTY

"The Fantastic Dinner Party" was a gallery exhibition in our high school which demonstrated the cooperative efforts of four art teachers and a hundred visual art students.

The party "guests" were life-size, painted, cut-out cardboard figures of the artists, self-portraits, or people from famous paintings. All the painted images imitated brush and paint styles of famous painters. Some figures were seated, while others were standing in small groups around the tables. Students wrote a short paper about the artist they chose to imitate for the exhibition.

Tablecloths were produced through stenciling with spray paint and enhanced further with brush painted accents for seven tables by the freshman Basic Design classes. All the stenciled images were food shapes, with each tablecloth having a theme. The spray paint combined with stenciling produced softened images, much like a black and white photograph with numerous gray areas. The results were wonderful, a very sophisticated art product produced by the freshmen.

The tableware by the ceramics and sculpture students either imitated famous paintings or sculpture or were a student-designed piece with a particular clay artist's technique. There were flower relief plates in the style of Georgia O'Keefe to animal platters in the style of Paul Brandewein. One particular favorite was a swimming pool with a diving board that had a life saver cup. The student artists wrote a short statement that was displayed next to their piece giving information about their theme or artist's technique and provided further information about why they chose to do their piece.

The food was produced by the photography classes in the form of eight by ten color enlargements of food photographed by the students. From a distance, the framed pieces looked like landscape photographs, but as the viewer stepped closer, one was surprised to see enlarged food pieces.

The gallery exhibition was wonderfully received by our faculty and student body. Some language arts teachers had students visit the gallery and write reviews on the exhibition. A humanities teacher used the gallery as a classroom to talk about the pieces and their cultural relevance to our time. Community arts people were impressed by the professional quality of the students' work, their ability to work in numerous visual art mediums, and their ability to express themselves.

One of the most interesting aspects about the exhibition was that the students' interest in art history continued to grow as the semester progressed, particularly about the artist they were involved with. The exhibition also increased student writing skills.

The spirit of involvement by the visual art faculty and students was unique, providing for a cross discipline exhibition of art work that was

theme related and that involved the writing process. We hope the success of this exhibition will be repeated on a biannual basis with a new theme for each new exhibition.

Suzanne Sidebottom
District Teacher of the Year
Art
duPont Manual High
Jefferson County Schools

PASSPORT TO THE STARS

In the spring of the year, when eighth-graders' interest in school begins to wane, we dive deeply into the most fascinating part of the earth science curriculum, astronomy. By the opening of the unit, the students have become independent learners to varying degrees. Consequently, I blend directed activities with independent pursuits in which students have full choice of study type and content. To keep track of the activities and the students I use a passport system.

The cover of the passport shows a comet passing by Saturn in its orbit and states ASTRONOMY above the planet, YOUR PASSPORT TO THE STARS beneath the planet. Inside the front cover is a place for the student's name, date of issue, class period, and a picture of the student. (Every passport requires a picture!) I later place these pictures in a collage to display in my room for all the years I'll be there. What a treasure! Under the picture is the simple direction: Record all travel transactions in this official journal of astronomical encounters.

The next page begins record keeping. The student records the title of the single topic textbook of current events he/she will write to be published by our Elementary Publication Company and shared with an elementary school. This entire program will be described in my article "Mini Books of Maxi Facts" to be published in a Spring 1991 issue of *Science Scope*, a journal of the National Science Teachers Association. Beneath this entry is space for Quiz Scores, in which the topic, score, and possible score are recorded.

Page four is as close to a syllabus as I attempt with middle level students. I list all the proposed directed classroom activities we will use to study astronomy and allow a space for students to record their scores and the possible scores. I do not give a time frame because if I plan a week they will finish in three days and if I plan a day they will show extraordinary interest and we will spend a week. Beneath these entries is space for me to record scores when I check their vocabulary cards.

Page five is devoted to their independent pursuits from the Activity launch Pad, an offering of approximately 150 various activities related to astronomy. The students are required to accumulate a specified number of points from the Launch Pad and may work any time I announce the Launch Pad open. I collect completed assignments only at announced times, thereby preventing a confusing mass of papers coming in at all hours. The students keep track of the activity titles, the date they received approval, and the score. Any extra points go into the grade book as extra credit. A computer image of a rocket launch adorns the bottom right hand corner.

The next two pages are devoted to keeping track of students and their frequency of leaving the classroom. One page is used to sign out hall

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passes, the other to sign out library passes. A quick note on the morning report notifies the faculty of the existence of the pass system, and a special talk with the library staff earned their approval.

The back page is the place of wonder in which our whole team gets involved. It is the recording space of those lucky students who received Frequent Flyer Coupons. (These are redeemable at our team activity day.) I distribute a total of 200 frequent-flyer coupons among our team teachers and the principals. They may give one to any student they catch doing something good, having an excellent assignment or test grade, or behaving well. We were amazed at the fine behaviors these eighth graders displayed in the closing days of the year.

The passport is used to gain access to our class activity afternoon which the whole team attends. We have an open gym with pick-up basketball games, ping pong, jam boxes blaring,and volleyball outside. We serve pizza and soft drinks, and even have water balloon competitions and the ever-popular tug-of-war over the running water hose. The teachers all were soaked, not by loss of the tug-of-water, but by having the hose turned on them by loving students who have learned that respect includes being able to drench your teacher at 5:00 p.m. Thursday and attend classes at 8:00 a.m. Friday.

An A passport gets a student free admission and a slice of pizza and a soft drink. A B passport gets a student free admission and a soft drink. A C passport gets a student free admission. D passports pay their own way. Any student who fails the astronomy unit cannot attend. We really work to prevent failures on our team. The frequent flyer coupons are redeemable at a rate of 25 cents each.

The kids love being able to know what is coming and where they stand at all times. The passport pretending adds new life to the end of a long year. The activity session reinforced the bond we had grown to know among the students and teachers on our team. Parents helped serve and finance the cost of the food. The principals attended. What a way to end the year with great kids!

Joyce Eckert
District Teacher of the Year
Science
South Oldham Middle
Oldham County Schools

PLANNING FOR STUDENT TRANSITION

Recently, I participated in developing the transition plan for our incoming ninth and tenth-grade students in the 1990-1991 school year.

Fayette County this year went to the middle school concept. In doing so, we had to restructure our schools into the following groups: K-5; 6-8; and 9-12. Being a senior high school teacher, I was concerned about our underclassmen and how we could make their high school experience as smooth and successful as possible from the very beginning. We wanted them to feel wanted and to have a rewarding, involved experience for all four years.

In setting up this program we did the following:

1. Established goals and objectives.
2. Established an umbrella committee, consisting of teachers, parents, administrators, and our present sophomores and juniors (next year's upperclassmen).
3. Re-defined our goals with our umbrella committee.
4. Created a "student ambassador" program. These ambassadors were used in our school visits as well as on-site visits. This was the real heart and soul of our program.
5. Developed a pre-survey to be given to all participating students before the activities began to see what their initial concerns and fears were.
6. Created, organized, and implemented the following activities:
   a. Parent orientation
   b. Basketball night
   c. Play night
   d. School visits to include a program, visits into classrooms, also, met with faculty prior to visits to inform them of roles.
   e. On-site visits
7. Developed an information sheet to be given to each visiting student to include the following:
   a. Major extra-curricular activities (clubs, organizations)
   b. Sports activities, including intramurals
   c. Key dates for physicals, tryouts, etc
8. Developed a post-survey to measure impact/success/failures of planned activities.
9. Helped to develop an orientation newspaper for all incoming students in 1990-1991 with a special emphasis for freshmen and sophomores.

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10. Helped to develop orientation sessions for summer that would be more useful to our underclassmen. These would be held in smaller groups, with students meeting their counselors and teachers on a on-site visit just before school was to begin.
11. Helped to develop an activities fair to showcase and orient students to school events to be held in the second week of school.
12. Principals have met with the upperclassmen to deal with their concerns about incoming students (underclassmen). Discussed the importance of being positive role models.
13. Throughout the 1990-1991 school year, principals will meet with individual classes to deal with specific concerns and issues to make everyone feel that our school is their school. We would also bring in outside speakers to deal with current, pertinent issues.

Overall we felt this project was a success due to the following:

1. Results of the post-survey.
2. The smooth opening and continued atmosphere of the 1990-1991 school year here at Tates Creek High School.

My hope is that this will not be a one-year program, but one that will be utilized for many years to come. We will always have new students who will need assistance in that transitional period from middle school to high school.

Teri Harper
District Teacher of the Year
Social Studies
Tates Creek High
Fayette County Schools